

BARRIERS/SOLUTIONS

Inclusion Activity

(Mountain Madness 2013)

- ❖ Independently, **think** about the 'barriers' to inclusion in your district. **Write** down your ideas on sticky notes. (1 idea per sticky note.) **Place** on the sticky wall.
- ❖ **Read** the 'barrier' category cards and discuss at your table. **Think** about the 'barriers' that you previously identified. **Discuss** as a group. Do you have any issues in common? Do you have any issues that are unique to your district?
- ❖ **Brainstorm** solutions in your small group-**write** on back of category card.
- ❖ **Share** solutions in large group.

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

Access – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.

Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.

Results of activity on following page:

Barriers/Solutions to EC Inclusion Activity

Barriers

Solutions

Opportunity for Collaboration

- Limited opportunity/time to collaborate with partners
- Limited general education settings
- Not serving all 3-5 year olds, so harder to include
- Distance to services
- Location of settings
- Quality of programs

Attitudes

- Lack of information/knowledge of the benefits, etc. of inclusion
- Overall view of Special Education
- Lack of PreK programs and stringent PreK grant requirement
- Lack of support at NDE for using ELL preschool as gen ed environment
- Related service provider prefers to work as pullout service
- Definition of categories, i.e. home can be LRE for some students
- Staff refusing to be flexible
- Philosophy of staff, admin, parents, etc.
- ECSE knowledge of available inclusion environments
- As a regular classroom teacher, I am too busy with my other 25 students to have to focus on the specific, special needs and modified learning for one special ed student.
- The special education student is so disruptive she will interfere with every other student's learning experience.
- Participation is optional
- True need versus benefit

Finances

- Resources
- Braiding of funds
- Staffing
- No funding for general ed population
- Money, space, certified teachers
- Rising number of EC students cause our district to focus on serving those students first

Facilities

- Appropriate learning environments
- Access to and layout of building
- Preschools are often too noisy to have inclusionary speech

Other

- Professional Development
- Support for teachers, parents, students
- Transportation
- Creating MOUs with private schools can be difficult

1. Create your own opportunity for inclusion
2. Agencies now have improved policies and increased communications
3. Create an "agency day"
4. Regular preschool funded programs housed at a school with design for interfacing with special ed.
5. Create PLC with each other
6. Collaborate with community members-Head Start
7. Use Fridays for collaboration
8. Use Wiki-teacher to share lessons between gen ed & special ed
9. Professional development
10. PD with principals about what needs to be in place for a preschool to be effective
11. Use Nevada Registry for collaboration with other districts
12. Invite board, parents, etc. to professional development
13. Use other state agencies
14. Family engagement for all families
15. All of NDE in support of inclusive practices
16. Celebrate diversity
17. Develop an inclusive culture district-wide
18. Crosswalk with Common Core
19. Continued education of the benefits of inclusion for administration, parents, teachers, etc.
20. Educating your staff on the continuum through PD
21. Similarities training
22. Discuss regulations
23. Mentoring with other kids (older)
24. Access IDEA and other grant funds (Title 1)
25. Fund PreK to include EC-include one and all!
26. Be more creative with funding and services
27. Lower class size
28. Increase staff to student ratio
29. EC Center houses kids and they can be moved into kinder
30. Change (move) classroom to accommodate special student needs if another class better suits the student's needs
31. Create EC classroom structure
32. Build more schools or increase size of facilities (classroom size)
33. Create classroom that's open and appropriate furniture for their size.
34. Work with OT/PT for furniture and positions
35. Use material that is appropriate and can be differentiated for various student levels
36. Work with SLP to support classroom activities
37. Web-based modules that are interactive
38. Collaborative Facebook for ECSE
39. Visit other model programs
40. Provide training for parents, teachers, aides, and volunteers
41. Increase communication with parents.